

# Lesson 5

## Starting Our Day With *MyPlate*

**TOPIC:**  
The Importance  
of Eating  
Breakfast

In this lesson, students continue to discover how eating healthy foods helps them to learn, play, and grow. They will reflect on how internal hunger and fullness cues are the body's way of saying when to eat and when to stop eating. Finally, students will discover how breakfast can give them the energy they need to start the day.

### Supplies and Preparation

#### Discover *MyPlate* Components\*

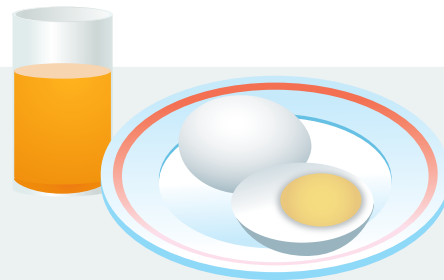
- **Food Cards**
- **Fruit-a-licious Breakfast Cup Look and Cook Recipe**  
(A copy for each student and to display. Teacher recipe instructions and supplies on pp. 74-75.)
- **Emergent Reader** (Teacher and student versions): *Dairy*
- **Food Group Friends Profile Cards:** *Farrah Fruit, Jane Grain, Mary Dairy*
- **Student Workbook** (WB; Lesson 5, Activities 1-3):
  - [WB, p. 3] **STAR Chart**
  - [WB, p. 23] *What a Day!*
  - [WB, p. 24] *Where Is the Fruit?*
  - [WB, p. 25] *Breakfast Time!*
- **Parent Handout:** *Be Your Best With Breakfast*

#### Additional Supplies

- Suggested books\*\* for **Book Club:**
  - ***Bear Wants More*** by Karma Wilson (Margaret K. McElderry Books, 2003)
  - ***Choo Choo*** by Virginia Lee Burton (Sandpiper, 1988)
  - ***The Hatseller and the Monkeys: A West African Folktale*** by Baba Wagué Diakité (Scholastic, 1999)
  - ***Good Morning, Little Fox*** by Marilyn Janovitz (NorthSouth Books, 2001)
- A balloon
- Crayons, construction paper, scissors, glue, star stickers

\* Order or download at <http://teamnutrition.usda.gov>.

\*\* Mention of these materials is not an endorsement by the U.S. Department of Agriculture over other materials that may be available on this subject.



### Learning Objectives

Students will be able to...

- Explain the importance of eating breakfast every day.
- Describe feelings of full and hungry.

### Essential Questions

- How does our body tell us that it is time to eat?
- How do we know when we have had enough to eat?
- Why does our body need food?
- Why is it important to eat breakfast?

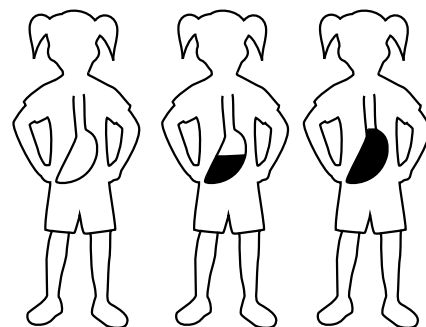


# Introduction

## Warm Up Whole Group (20 minutes)

1. Begin the lesson with a discussion of feeling hungry and full. Ask students: *How does our body tell us that it is time to eat? How do you feel when you wake up in the morning? Do you feel hungry? What does that feel like? How does your stomach feel? Does it growl? What do you think about when you feel hungry?* Explain that when our bellies are ready for food, we feel hungry. Our stomachs may gurgle or make funny noises and we think about wanting to eat. It is our body's way of telling us to start eating.
2. Now, ask students: *How do we know when we have had enough to eat? How do you feel after you have eaten? What does it feel like when you are full? How does your stomach feel then? Do you still think of wanting to eat food when you feel full?* Explain that when we have eaten enough food, our stomachs feel full. It is our body's way of telling us to stop eating. Sometimes when we keep eating even after our stomachs feel full, it makes us feel stuffed. (Show puffed-out cheeks to underscore the feeling.) Ask whether your students have ever felt this way. If we eat too much, we can get a stomachache and not feel well.

3. To reinforce students' understanding of being hungry and full, draw a visual on the board or chart paper similar to the one at right. You may also use the **Student Workbook** activity **Breakfast Time!** [WB, p. 25], as it has the same illustration. You can also use a balloon to represent the stomach at different levels of fullness. The deflated balloon is like an empty stomach. You feel hungry when your stomach is empty. As you blow air into the balloon it becomes more and more full, like your stomach becomes fuller after eating.



How full does your stomach feel?



4. Next, speak with the class about breakfast. For a fun, active way to discuss types of breakfast foods students like to eat in the morning, have students stand in wide rows or scattered throughout the classroom (with an arm's length of space around them). One at a time, ask a student to say a food he/she ate, or likes to eat, for breakfast. If other students (and you!) also ate or like to eat that food, they take one hop forward; if not, they should take one hop backward. If you have limited room, switch to hopping on one leg versus two or putting arms up versus down.
5. After the game, remind students that breakfast and other foods give us energy, like the batteries in the toy discussed in Lesson 2 (see p. 27). Explain that breakfast is especially important because it is the first meal we eat after we have slept for a long time. Sleep helps our bodies rest. When we wake up, we need food to help us “recharge.” That food helps us move and be active.
6. Tell students that there are “anytime” and “sometimes” breakfast foods. We need to choose the best fuel for our body. Healthy foods help our body work best. “Anytime” foods are the healthiest. They are great choices for breakfast, like whole-grain toast, low-fat yogurt, and fruit. “Sometimes” foods have lots of added sugars and other things we do not need. These foods are less healthy choices at breakfast. It is okay to eat them on special occasions, but not all the time. “Sometimes” foods are foods like donuts, pastries, sugary cereals, and bacon.

# Core Learning Activities

## Book Club Whole Group (time will vary)

Read books with your class to further the learning about the importance of breakfast and feeling hungry and full. Below are suggested books with questions, but you may find other selections in your library that can be used to generate a similar discussion.

Review the five **Emergent Readers** *Fruits, Vegetables, Grains, Dairy, and Protein Foods* with students. Together, make a list of all of the foods that your class likes to eat for breakfast. Next, with foods from that list, practice making breakfast **MyPlate** meals using at least three food groups. The readers may be used again during **Center Time** to build literacy skills.



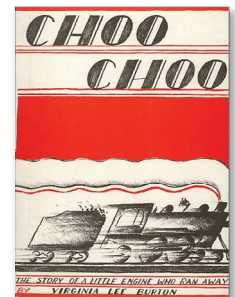
**Bear Wants More** by Karma Wilson — A bear tries to satisfy his great hunger after waking from hibernation. Ask:

- *How does the bear feel when he wakes up? Why does he feel this way?*
- *We don't hibernate like a bear, so we do not need to eat as much when we wake up. But, a lot of time still passes between our dinner and breakfast. Do you ever feel hungry like the bear when you wake up?*
- *What kinds of foods did the bear eat when he woke up? What kinds of foods do you eat for breakfast?*
- *Did the bear stop eating when he was full? Did he eat too much? How did he feel at the end of the story?*



**Choo Choo** by Virginia Lee Burton — A little locomotive learns a lesson when he thinks he can be faster without pulling other cars. He takes off by himself, but then runs out of coal. Ask:

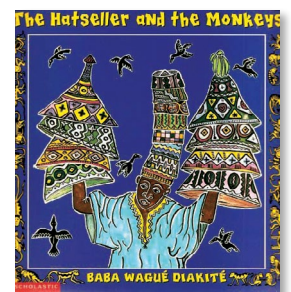
- *Why does Choo Choo eventually stop? What happens when Choo Choo runs out of coal?*
- *What does Choo Choo need so that he can travel down the track again?*
- *How does eating the right amount of healthy foods help us “go”? How does it help us when playing at recess or sports? How does eating the right amount of healthy foods help us think?*
- *Have you ever felt like Choo Choo? Have you ever run out of energy or steam? When?*



Cover art © 1937 by Virginia Lee Burton

**The Hatseller and the Monkeys: A West African Folktale** by Baba Wagué Diakité — A hatseller has hats stolen by a group of mischievous monkeys when taking a nap. After eating some of the monkeys' mangoes, he's able to think clearly and get his hats back.

- *Why did BaMusa have to stop and rest?*
- *Have you ever not eaten breakfast? How did you feel?*
- *What did BaMusa do to help himself think better?*
- *What can you do in the morning to help you be your best at school or play?*
- *What fruit did BaMusa eat in the story? Have you ever tasted a mango? What fruit do you like to eat at breakfast?*



Cover art © 1999 by Baba Wagué Diakité





Cover art © 2001 by Marilyn Janovitz

## Book Club (continued)

**Good Morning, Little Fox** by Marilyn Janovitz — Little Fox and Father Fox learn to like the porridge Mother Fox prepared after they did chores and worked up an appetite. Ask:

- *Did Little Fox and Father Fox want to eat breakfast at the beginning of the story?*
- *How did they feel after they did their chores?*
- *What did they think about the porridge after Mother Fox heated it up?*
- *How do you think they felt after they ate?*

## Food Club Whole Group (25 minutes)

### **Fruit-a-licious Breakfast Cup Look and Cook Activity**

(See pp. 74-75 for recipe ingredients, supplies, and step-by-step instructions.)

In this food preparation activity, students “invent” their own breakfast while creating a pattern by layering fruit, low-fat granola, and low-fat yogurt. This recipe uses an “assembly line” approach to allow students to make it their own while minimizing the amount of setup and cleanup for you!

1. Review the recipe and directions for making the **Fruit-a-licious Breakfast Cup** on pp. 74-75. The recipe serves 20, so adjust the recipe amounts to suit the size of your class.
2. Talk with parent volunteers or school nutrition services and decide how you will obtain food for the activity, who will do any advance preparation of foods (such as rinsing and cutting), and where foods will be stored until ready for use.
3. Decide where and how you will conduct the food preparation activity. Will it be done in the classroom or the cafeteria? Depending on your class size, the number of volunteers or adult assistants, and your schedule, you may decide to do the activity as a type of learning center, with small groups of students preparing food while the remainder of the class works on other activities, such as the **Student Workbook** pages.
4. Clean all surfaces and follow the safe food-handling procedures discussed in the sidebar on p. 51. Have everyone participating in the food preparation wash his/her hands according to the directions in the sidebar.
5. Display a copy of the **Look and Cook Recipe** (on p. 73 and a handout in teacher's kit) so students can clearly see it as they prepare their breakfast cups, and give each student a printed copy. Review the steps with students and demonstrate how they will be making their **Fruit-a-licious Breakfast Cup**. Using the **Farrah Fruit**, **Mary Dairy**, and **Jane Grain Profile Cards**, review the food group designations of each ingredient. Show students the different food choices, and encourage them to try a variety of fruits, including ones they haven't tried before. Remind them to use the serving utensils, not fingers, to select foods. Assist students as needed.
6. Show students how much you enjoy your breakfast cup — they'll be more willing to try new foods when it is modeled for them. Encourage them to make one with their parents at home. Send the **Look and Cook Recipe** home in their weekly folder.



## Important Food Allergy Reminder

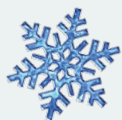
Remember to:

- Check with parents/caregivers regarding food allergies.
- Work with parents, the school nurse, and/or Nutrition Services Director to adjust any recipes or food items suggested in these activities to accommodate food allergies in your classroom or school.
- Always follow your school's food allergy policies.



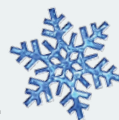


7. While students eat, read the **Emergent Reader Dairy**. Ask students: *What is yogurt made from?* (Milk) Remind students that foods from the Dairy Group, like yogurt, help keep bones and teeth strong. Ask students to name other dairy foods they can eat at breakfast (for example, low-fat milk or cheese). Ask students to share how the fruits in their breakfast cup tasted. Explain that plain fruits are naturally sweet and better for us than foods that have lots of sugar added to them, such as donuts or sugary cereals. Fruits like the ones used in the breakfast cup are “anytime” foods. Donuts and high-sugar cereals are “sometimes” foods. The **Fruit-a-licious Breakfast Cup** has foods from three food groups: Fruit, Dairy, and Grains. Ask: *What food groups are missing?* (Protein Foods, Vegetables) Sometimes our breakfast does not include all five food groups. How could we include a protein food and vegetables at snack time to make up for the fact that we missed them at breakfast? (For example, peanut butter on celery sticks or hummus and carrot sticks.)
8. Clean up. Have students work in pairs to wipe their desks and throw away used plates, utensils, and napkins. Cover and refrigerate any unused foods.



### ★TEACHER TIP★

You can time this lesson to lead up to a **Welcome Winter Celebration!** See Classroom Celebrations on p. 62 for ideas.



## Cafeteria Connection

Whole Group (20 minutes, around breakfast time)

### Breakfast Badges

Create a circular badge that reads “I ate breakfast today!” or “Breakfast Superstar!” Then, photocopy enough for your class, or write the words for your

students on badges. Have students decorate and add their names to the badges. Students can wear their badges each day that they eat breakfast. Also, students may create posters and flyers with a breakfast message to display in the cafeteria or on a bulletin board.

Meet with school nutrition services and have students show their badges, present the posters, and explain what they’ve learned about the importance of eating breakfast. Ask your school’s Nutrition Services Director or Cafeteria Manager to show students the types of foods offered at the school for breakfast. Include a taste test of some of the foods available, if possible, and allow students to put a smiley-face sticker next to their favorite samples.



## Food Safety



Participants must follow these steps:

- **Hand Washing:** Hands should be washed using soap and warm water, scrubbed and lathered for 20 seconds, rinsed under running water, and dried using a clean paper towel.
- **Surfaces:** Tables, countertops, sinks, utensils, cutting boards, and appliances should be washed with hot, soapy water. Wipe up spills immediately.
- **Fruits and Vegetables:** Produce, regardless of where it was grown or purchased, must be rinsed thoroughly under running water before peeling, eating, cutting, or cooking. Precut/prepackaged items, like lettuce or baby carrots, may be labeled as prewashed and ready-to-eat — these items can be eaten without further rinsing.

# Center Time

Choose any of the following activities  
for students to do during Center Time.



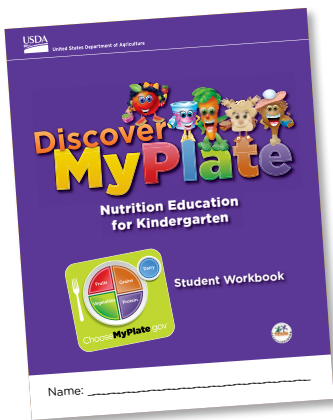
## Literacy Center Small Group (time will vary)

Use the **Emergent Readers** for listening, guided reading, or read-aloud exercises with students. Review sight words and new vocabulary learned in this lesson to build fluency and phonemic awareness, teach spelling patterns, practice writing, and promote key literacy concepts.

## Student Workbook Small Group (time will vary)

Have students complete workbook pages individually or in small groups. This can be done during **Center Time** or during the **Food Club Look and Cook** activity.

- **What a Day!** [WB, p. 23] In the first activity, students put illustrations depicting a typical child's day into the correct sequence. Pictures can also be cut out and glued onto construction paper in the correct sequence. You may then want to transcribe a sentence or two about how breakfast gives them energy for school and play.
- **Where Is the Fruit?** [WB, p. 24] Students will need to identify the beginning sounds of several words to decode a message in this activity.
- **Breakfast Time!** [WB, p. 25] In this activity, students build a breakfast choosing foods from four of the five food groups, and then pick a vegetable for a snack. They also answer questions about feeling hungry or full.



## Dramatic Play

### Order Up! Small Group (20 minutes)

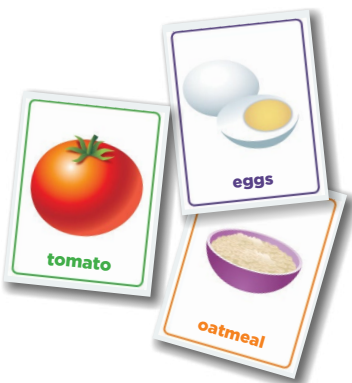


To prepare for this **Center Time** game, first go through the **Food Cards** as a class and sort out any breakfast foods. Students can draw additional healthy foods to round out the options. Talk with students about breakfast choices from all five food groups. Explain that if their breakfast does not include all five food groups, they can eat a food from the missing food group later for a snack. For example, they could eat baby carrots as a snack if there was no vegetable at breakfast. Their breakfast should include at least three of the five food groups.

Examples could include (**Food Cards** are noted in bold):

- **Tortilla, eggs, cheese, tomato** salsa, **fat-free milk, orange** juice
- Whole-wheat toast (**bread**), **peanut butter, fat-free milk, banana**, (for later, snack bag of cherry **tomatoes**)
- **Oatmeal**, nuts, peaches, **fat-free milk**, (for later, snack bag of baby **carrots**)
- Whole-grain waffle sticks, **strawberries, low-fat yogurt**, (for later, celery with **peanut butter**)

The selected **Food Cards** and kid-drawn breakfast items can become the “menu” at the “Fuel-Up Friendship Café.” Here, student “diners” can chat with their friends and order “**MyPlate** breakfasts” with foods from each food group. When students first get to the café, have them act out what it feels like to be low on “fuel” or energy. Instruct students to act out how it can feel to be fueled up and ready to start the day after eating at the café.



## Doll Play Small Group (15 minutes)

To reinforce the ideas of being hungry and full, encourage students to use dolls you may have in your classroom and pretend different scenarios, including:

- The dolls are hungry and the students need to feed them.
- The dolls are full and so they stop eating.
- The dolls have energy to play after they've eaten.

## Reflection & Assessment Whole Group (20 minutes)

As a reflection at the end of the lesson, have students create a storybook about their mornings titled "Starting My Day." The story can start with them waking up in the morning, how they feel before breakfast, what they eat for breakfast, how they feel and what they do after breakfast, and ending with them in the classroom with friends, ready to learn, play, and be active. Assign scenes for each student to draw. Have them draw and label their favorite healthy breakfast foods, including a variety of fruits and some new ones they have tried. Put the storybook together and make copies available for parents, or display a copy in the library or cafeteria for other students to see.

Reward students with a star or sticker for their efforts and ability to meet this lesson's achievement markers (see sidebar). Students may add their stars or stickers to the **STAR Chart** [WB, p. 3].

If you have time, check in with individual students and review information with those who need more assistance. Remember to send home the **Be Your Best With Breakfast** parent handout and **Fruit-a-licious Breakfast Cup** Look and Cook Recipe.

### LESSON 5 ACHIEVEMENT MARKERS

- Named a reason why it is important to eat breakfast
- Described feeling hungry or full
- Ate a breakfast from at least three food groups



**Award a star or sticker for each achievement!**

## Extra Helpings Small Group (20 minutes)

### Breakfast Boost!

Take a class vote on which fruits your students like to eat at breakfast time. Prepare chart paper with pictures of the various foods. Have students help you create a graph to show the results by adding a smiley face next to or under the fruit they are voting for. Ask: *Which is the class favorite? How many votes did it get? What are three new fruits we can try at breakfast time?* After the vote, allow students five minutes of "wiggle and giggle" time to signify the energy they gain by eating breakfast!

Eating breakfast is as easy as ABC: think of a food that you can eat for breakfast that starts with each letter of the alphabet.

